



Ingleby Manor Free School & Sixth Form Spiritual, Moral, Social and Cultural Development Policy

Adopted:	1 st September 2014
Reviewed:	21 st September 2016
Review date:	1 st September 2018

Overview

At Ingleby Manor we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, develop high expectations of themselves and others, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures. The school will ensure that students should understand how the culture(s) in which they live influences individual thinking and behaviours.

All curriculum areas and each school have a contribution to make in the student's spiritual, moral, social and cultural development and opportunities for this should be planned for in tutorial programmes and across each curriculum area.

All members of Ingleby Manor staff will model and promote SMSC, treating all people equally as unique and valuable individuals, showing concern and respect for students and their families. Staff and visiting speakers will not, under any circumstances, promote partisan political views. Where political or cultural bias is being studied, our schemes of work and visiting speaker pre-contact meetings ensure a balanced and temperate approach is taken with all sides of an argument or view considered equally.

Ingleby Manor systems will provide a community where students can find acceptance for themselves as unique individuals and where opportunities to develop character, collaboration and creativity support an ethos of developing the whole student.

Students will learn the difference between right and wrong. They will be aware that their actions affect others. They will be encouraged to value themselves and others.

Students will develop an understanding of the need for rules, routine and discipline in establishing an effective climate for learning. Classroom rules and routines will reflect, emphasise, promote and reward positive behaviour and provide opportunities to celebrate students' work and achievements.

All areas of the curriculum will seek to use examples and illustrations drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning, teaching and resources.

General Aims

- All staff are aware of and aligned to the School's mission, values and ethos.

- There is a consistent approach to the delivery of SMSC through the curriculum the wider curriculum on offer and the wider world curriculum and tutorial programme including the overall School ethos.
- Students' education is set relevant to their context.
- Students are aware of expectations of them and the reasons that underpin them.
- Students are given opportunities to reflect and discuss their feelings, beliefs and responses to personal experiences.
- Students develop an understanding of their individual and group identity.
- Students develop an understanding of their social and cultural community and an appreciation of how it may be similar or differ to others locally, regionally, nationally and internationally.
- Students are provided with the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

Spiritual development:

At Ingleby Manor we aim to provide learning experiences that enable students to :

- Sustain their self esteem and learn through failure;
- Develop their capacity for critical and independent thinking;
- Express their feelings with control;
- Experience moments of reflection;
- Discuss their beliefs, feelings, values and responses to personal experience confidently and without fear of judgement or ridicule;
- Form and maintain worthwhile relationships;
- Develop a sense of curiosity, questioning and investigation to foster a growth mind set.

Moral development:

At Ingleby Manor we aim to provide learning experiences that enable students to: □

Recognise the unique value of the individual;

- Listen and respond appropriately to the responses and opinions of others;
- Develop emotional resilience and learn from mistakes;
- Take responsibility and consider others in their actions;
- Distinguish between right and wrong;
- Respect the environment;
- Make informed and balanced judgments.

Social development:

At Ingleby Manor we aim to provide learning opportunities that enable students to: □

Develop an understanding of their individual and group identity; □ Learn about service within school and in the local community.

Cultural development:

At Ingleby Manor we aim to provide learning opportunities that enable students to:

- Recognize and value the richness of cultural diversity in Britain and how this has influenced individuals and society;
- Develop an understanding of their social and cultural environment; □ Develop an understanding of Britain's local, national, European, commonwealth and global dimensions;
- Participate in sport, literature, drama, music, art, crafts and dance
- Develop an understanding of how student's geographic, economic and social context can effect future opportunities.

Teaching and Learning:

SMSC development will take place across all curriculum and school areas of the school, providing opportunities for students to reflect on the significance of their learning and recognise any challenges they may be to their own attitude and lifestyle. All curriculum and school areas will use examples drawing from as wide a range of cultural contexts as possible.

Teaching will provide opportunities for students to:

- Talk about feelings and personal experiences;
- Learn to share, work independently and collaboratively;
- Treat others as equal despite differences;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events (bullying, death etc);
- Share thoughts and feelings with others;
- Explore relationships with friends, family, staff etc;
- Consider the needs and behaviours of others;
- Show empathy;
- Develop self esteem and a respect for others; □ Develop a sense of belonging.

Improving skills and attitudes that enable students to develop SMSC are at the heart of Ingleby Manor and therefore the focus of the School is in the development of:

- Character – respect, responsibility, discipline, determination, reflection, grit, curiosity, adaptability, aspiration.
- Collaboration – synergy, teamwork, partnerships, relationships, cooperation, group work, alliance and coalition.
- Creativity – critical thinking, inventiveness, ingenuity, resourcefulness, vision, inspiration, problem solving, innovation, imagination

Partnerships:

Visitors are welcomed into the school and follow all safeguarding procedures.

A close community within the School and through the use of tutors creates regular, effective and purposeful communication between students' homes and the School. Systems are such that all students are supported in their development socially, morally, physically and their academic progress. .

Partnerships with other schools, local, regional and global businesses, involvements in progress clubs and opportunities to work alongside guest speakers enable students to develop high aspirations, experience a variety of enriching opportunities in the development of SMSC.

Students are taught to respect their school, community and environment and develop a sense of responsibility to it.

Roles and Responsibilities of Students/Staff (See Also Positive Conduct Policy)

Students and teachers at Ingleby Manor will have combined roles in developing SMSC

Monitoring and Evaluating:

Provision for SMSC development should be monitored and reviewed by:

- Monitoring of progression plans – SMSC (inclusive within that), lesson observations, tutorial and Club programme planning;
- Quality assurance processes (scrutiny of work, conversations with students etc)
- Behaviour incidents;
- Audits of schemes of learning;
- Team teaching, lead teaching coaching triads and peer observations;
- Assembly Rota;
- Students' Learning Logs;- (Active File)
- Number of educational visits and residential activities.